

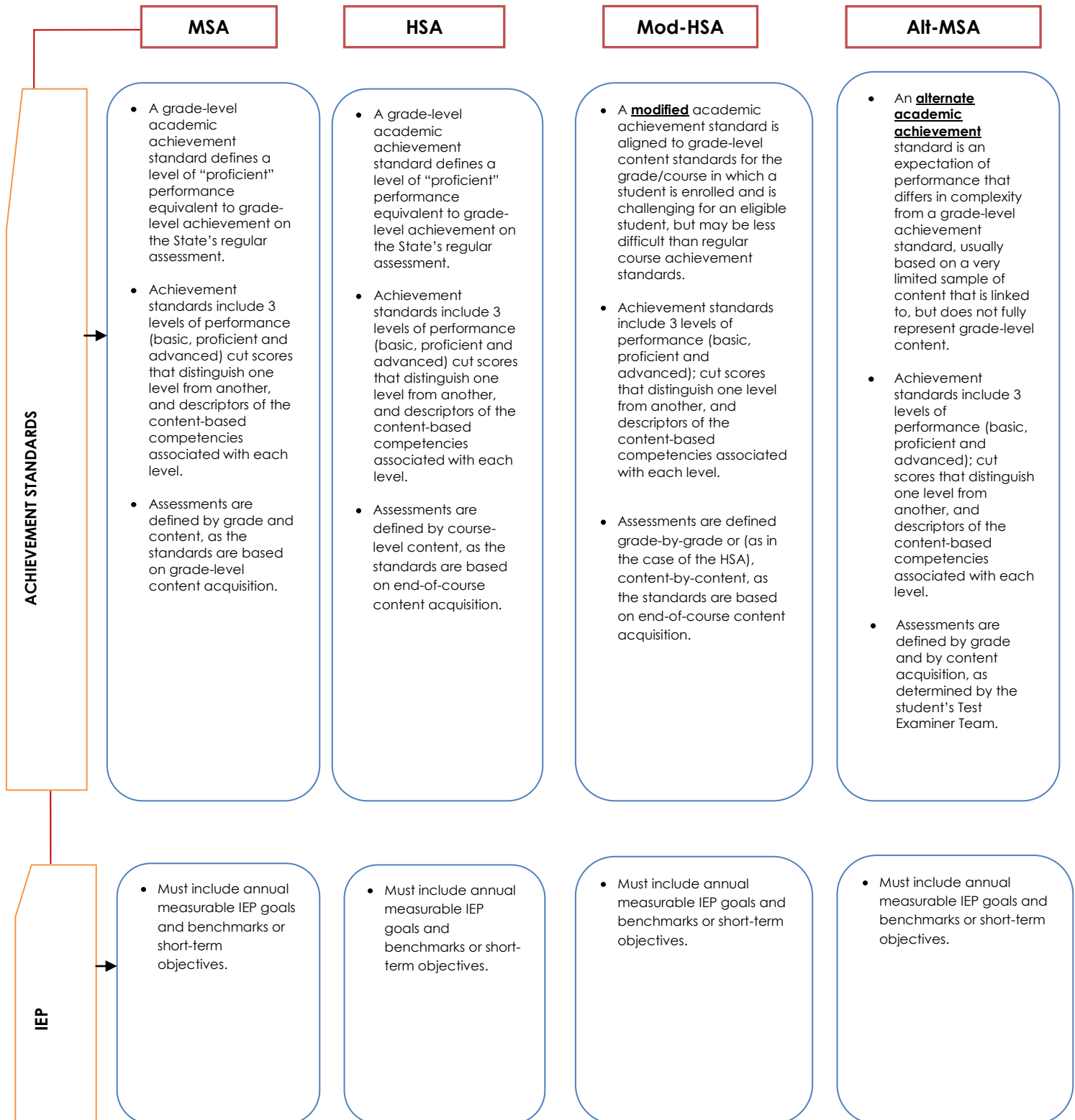
MARYLAND'S DIFFERENCES AMONG ASSESSMENTS CHART FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

The following chart illustrates the differences between the MSA, HSA, Mod-HSA and the Alt-MSA.

	MSA	HSA	Mod-HSA	Alt-MSA
ASSESSMENT	<ul style="list-style-type: none"> Grade level content standards. 	<ul style="list-style-type: none"> Course level content standards. 	<ul style="list-style-type: none"> Course level content standards that incorporate variation in test delivery to meet the specific learning characteristics of the student. Examples include: Test items with fewer and shorter reading passages, shorter or less complex questions and test items. 	<ul style="list-style-type: none"> May include reduced coverage and/or simplification of grade-level content standards. Portfolio format permits variation/customization of test content for individual student.
ELIGIBLE STUDENT POPULATION	<ul style="list-style-type: none"> Student accessing the general education curriculum, and receiving special education services. Grades 3-8 	<ul style="list-style-type: none"> Student accessing the general education curriculum, and receiving special education services. 	<ul style="list-style-type: none"> Student receiving special education services and meets ALL four Mod-HSA eligibility criteria. 	<ul style="list-style-type: none"> Student receiving special education services and meets ALL six Alt-MSA eligibility criteria. Grades 3-8 and grade 10
STATE GUIDELINES DEFINE ELIGIBILITY REQUIREMENTS	<ul style="list-style-type: none"> Student with a disability who can take the regular assessment with accommodations. IEP Team, which includes the parent, makes the decision regarding the appropriate assessment in which the student will participate. 	<ul style="list-style-type: none"> Student with a disability who can take the regular assessment with accommodations. IEP Team, which includes the parent, makes the decision regarding the appropriate assessment in which the student will participate. 	<ul style="list-style-type: none"> Student whose disability has precluded him/her from achieving proficiency, as demonstrated by objective evidence of the student's performance and whose progress is such that, even if significant growth occurs, the student's IEP Team is reasonably certain that the student will not achieve course-level proficiency within the year covered by the IEP. IEP Team, which includes the parent, makes the decision regarding the appropriate assessment in which the student will participate. 	<ul style="list-style-type: none"> Student with the most significant cognitive disability. IEP Team, which includes the parent, makes the decision regarding the appropriate assessment in which the student will participate.
CONTENT STANDARDS ON WHICH THE TEST IS BASED	<ul style="list-style-type: none"> On grade-level content 	<ul style="list-style-type: none"> On course-level content 	<ul style="list-style-type: none"> On course-level content 	<ul style="list-style-type: none"> Emerging or readiness grade-level content standards

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ACCOMMODATIONS	<ul style="list-style-type: none"> All students with disabilities – regardless of the test they take are entitled to the same accommodations on assessments as are provided during daily instruction, and prescribed in their Individualized Education Programs (IEPs). 	<ul style="list-style-type: none"> All students with disabilities – regardless of the test they take are entitled to the same accommodations on assessments as are provided during daily instruction, and prescribed in their Individualized Education Programs (IEPs). 	<ul style="list-style-type: none"> All students with disabilities – regardless of the test they take – are entitled to the same accommodations on assessments as are provided during daily instruction, and prescribed in their Individualized Education Programs (IEPs). 	<ul style="list-style-type: none"> All students with disabilities – regardless of the test they take – are entitled to the same accommodations on assessments as are provided during daily instruction, and prescribed in their Individualized Education Programs (IEPs).
FORMAT	<ul style="list-style-type: none"> Selected responses, Brief Constructed Responses (BCRs), and Extended Constructed Responses (ECRs). 	<ul style="list-style-type: none"> Selected responses. 	<ul style="list-style-type: none"> Selected responses. 	<ul style="list-style-type: none"> Portfolio of evidence that demonstrates the student's attainment of targeted mastery objectives in Reading, Mathematics, and Science.
GRADUATION REQUIREMENT	<ul style="list-style-type: none"> A student taking the MSA is pursuing a Maryland High School Diploma. 	<ul style="list-style-type: none"> A student taking the HSA is pursuing a Maryland High School Diploma. 	<ul style="list-style-type: none"> A student taking the Mod-HSA is pursuing a Maryland High School Diploma. 	<ul style="list-style-type: none"> A student taking the Alt-MSA is pursuing a Maryland Certificate of Program Completion.